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ABSTRACT

ERIC abstracts on evaluating teacher effectiveness, announced in RIE through March 1971, are presented. The key terms used in compiling this collection are "teacher evaluation" and "teacher rating." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (RA)

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ERIC Abstracts on:

Evaluating Teacher Effectiveness

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ERIC Abstracts

A Collection of ERIC Document Resumes on

Evaluating Teacher Effectiveness

Compiled by

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April 1971

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Philip K. Piele
Director

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INTRODUCTION

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To compile each list, a search is made of the RIE indexes, using key terms that define the topic being searched. The terms used to compile this collection of documents on evaluating teacher effectiveness are TEACHER EVALUATION and TEACHER RATING. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through March 1971. Not all of the listed documents were processed by this Clearinghouse.

Based on the document resumes in RIE, the following information is presented for each document: author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are listed alphabetically by the authors' last names and are numbered.

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1. American Association of School Administrators, and National Education Association. "Evaluating Teaching Performance." Washington, D. C.: Educational Research Service Circular, 3(1969). 64 pages. ED 033 448 MF $0.65 HC not available from EDRS. (Available from Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D. C. 20036, $1.50 single copy, quantity discounts.)

   A questionnaire to gather material on teacher evaluation was sent to all school systems enrolling sixteen thousand or more pupils. Replies were received from 235, or 73 percent of the 322 systems contacted. The circular is based on the replies of the 213 systems having formal evaluation procedures. Included, system by system, are data on frequency of evaluation, evaluators, evaluation forms, evaluation procedures, appraisal procedures, and appeal procedures. Eight general types of evaluation procedures are evident among the 213 systems. The distinction in evaluation procedures is the degree to which the evaluatee determines the criteria against which he will be evaluated and the degree of participation by the evaluatee in the appraisal process. Reproduced are thirteen evaluation forms selected from those submitted with the questionnaire response.

2. Anthony, Bobbie M. A New Approach to Merit Rating of Teachers. Illinois: Midwest Administration, University of Chicago, 1968. 4 pages. ED 027 627 MF $0.65 HC $3.29. (Also available from Midwest Administration Center, University of Chicago, 5835 Kimbark Avenue, Chicago, Illinois 60637, $0.25 single copy, quantity discounts.)

   A challenging problem for educational administrators has been the identification of effective teachers for purposes of reward. The lack of agreement on what an effective teacher is, or does, is a major reason for teacher opposition to merit rating. A study of twenty-one fifth-grade classrooms in a midwestern school system having homogeneous socioeconomic characteristics used multiple regression and correlation analysis to determine the effects on pupil achievement of classroom environmental elements controllable by teachers. Results show that the teacher does influence pupil achievement through environmental manipulation. Years of teaching experience were found to be insignificantly related to pupil achievement. The findings suggest a new approach to merit rating for teachers--rating the quality of manipulation of classroom environments. This approach would probably be acceptable to teachers because they could be given precise information about needed and controllable changes, and because bonuses of an improved environment would be a better rating and subsequent higher pay. In addition, a teacher's merit rating would be based upon factors over which he has control.

3. Bolvin, John O. "Evaluating Teacher Functions." Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C., February 16-18, 1967. Pennsylvania: Learning Research and Development Center, University of Pittsburgh, 1967. 17 pages. ED 020 573 MF $0.65 HC $3.29.

A crucial aspect of teacher activity under individually prescribed instruction (IPI) in mathematics is the development of individualized lesson plans or prescriptions. The quality of these prescriptions is a major determinant of the extent to which instruction is actually individualized and the extent to which each pupil is permitted to progress at his own best pace. The evaluation of teacher performance based on a model of prescription writing shows that individual prescriptions vary among children, that each teacher has developed a personal style, and that most teachers rely almost exclusively on preunit tests. The results of the study show that improvement of IPI requires teachers to have (1) current, easily available, and comprehensive information about each student, (2) a greater variety of assignable materials, (3) specific definitions of the terms "mastery" and "self-direction" in relation to operating procedures, and (4) a rationale behind variations in prescriptions that closely follows each child's learning needs.

4. Borg, Walter R. Study of Human Interaction Variables in Successful and Unsuccessful Teacher Teams. Logan: Utah State University, 1966. 60 pages. ED 010 001 MF $0.65 HC $3.29.

To investigate the variables leading to the success or failure of teacher teams, this paper reports a survey of 533 team members and 242 principals from schools in which team teaching was employed, and an assessment of 63 teachers from fifteen teams. The survey of 242 principals indicated: (1) a substantial percentage of current team teaching programs are exploratory, employing only one team; (2) planning is inadequate; (3) the organizational and instructional techniques are flexible class size, ability grouping, and individualized instruction; (4) the administrative problem of adapting available space to team teaching is difficult; and (5) large school principals work with team leaders, while small school principals work with the entire team. A survey of 533 teachers indicated: (1) the majority of teams work with pupils at a single grade level, usually elementary; (2) teacher specialization in teaching and preparation of curricular materials is the usual pattern; and (3) the more predominant structure has no official leader or little or no administrative authority. Principals and teachers surveyed reported that the teacher characteristics needed for team teaching are flexibility, ability to cooperate and work effectively with other adults, organizational skill, consideration for others, and ability to accept conventional criticism. The assessment of the 63 teachers from fifteen teams

indicated that the more effective teachers participate in planning sessions, and these teachers scored higher on a peer rating-ranking interview.

5. Bradley, Ruth, and others. Measuring Teacher Competence. Research Backgrounds and Current Practice. Burlingame: Committee on Instrument for the Observation of Teaching Activities (IOTA), California Teachers Association, 1964. 47 pages. ED 040 152 MF $0.65 HC $3.29. (Also available from California Teachers Association, 1705 Murchison Drive, Burlingame, California 94010, $2.00.)

   The many studies on teacher competence, usually biased toward specific viewpoints and concerned only with segments of the whole performance, demonstrate the need for a clearer definition. Methods used to determine effectiveness include measurement of pupil gains, job analysis, and pupil ratings of teachers--all subject to inherent fallacies and limitations. The California Definition, published in 1952 by the California Teachers Association, has since been officially adopted by the state and identifies six teacher roles on the basis of the group or individuals with whom the teacher works. In 1950 the American Educational Research Association appointed a seven-member committee that established two general categories, relating directly to teacher effectiveness and to observable behavior and characteristics from which effectiveness may be inferred. In 1954 the American Psychological Association listed six categories: social validity, conceptualization, stability of the function, variability among the population, measurability, and ultimate-immediate relationships. An instrument developed at the University of Hawaii, using the California Definition as a base, is described with the suggestion that similar local instruments should be devised. An annotated bibliography is provided, as well as a detailed taxonomy of teacher roles from the California Definition.

6. Broudy, H. S. "The Continuing Search for Criteria." Paper presented at the annual meeting (19th) of the American Association of Colleges for Teacher Education, Chicago, February 1967. Washington, D. C.: American Association of Colleges for Teacher Education. ED 012 257 Document not available from EDRS. (Available from the American Association of Colleges for Teacher Education, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.)

   Educational control of the public schools rests on the assumption that there is a substantive body of knowledge about teaching for which professional preparation is necessary. If so, the teacher must be evaluated not as a person but as a functionary in a special situation (the classroom). For that purpose, criteria are necessary. Personality traits, teacher-pupil interactions, and administrative ratings of teaching success are

held to be blind alleys, while observational schedules cannot take the place of expertise. Certification by a teacher-training institution and demonstrations of technical competence are not enough. Instead, pending sufficient knowledge to permit systems analysis that will relate training to success behavior, a more modest analysis of classroom behavior is advocated, leading to global judgments to be refined by experts. For example, it is not a question of one teaching style versus another, but of the goodness with which a given teaching style is implemented--as judged by experts, just as apples are graded by judges at a fair. To discriminate among teachers who are equal in judged classroom performance, professional examinations, similar to those given to physicians and other licensed professionals, are advocated, asking questions of the sort "What would you do if . . . ?"

7. Burkhart, Robert C., ed. The Assessment Revolution: New Viewpoints for Teacher Evaluation. Albany: Division of Teacher Education and Certification, New York State Education Department, 1969. 343 pages. ED 036 485 MF $0.65 HC $13.16.

This book presents the proceedings (speeches, discussions, and results) of the New York State Symposium on Evaluation in Education. The underlying purposes of the meeting were: (1) to respond to the state's proposal that the present approach to teacher certification and education be abandoned as ineffective and inappropriate, (2) to engage in a deliberate and detailed discussion of workable alternatives, and (3) to develop a design for action. The underlying direction of the symposium was toward evaluation and certification of teachers according to specified performance criteria and the evaluation of teacher education programs according to the teaching ability of their graduates. The content of the symposium, which evolved in response to four basic tenets of the performance evaluation viewpoint and the issues raised by each, treats four main questions: (1) What is wrong with the existing system of certification and teacher education? (2) Why propose performance evaluation? (3) How would performance evaluation work? and (4) If adopted, what steps can be taken to implement this as a total program? Among materials included in the publication are a model for performance evaluation certification, a comparative analysis of classroom observation techniques, and an extensive bibliography on "Evaluation in Education."

8. Christian, Floyd T. Developing a County Program for Evaluating Teaching in Elementary and Secondary Schools. Tallahassee: Florida State Department of Education, 1967. 14 pages. ED 019 724 MF $0.65 HC $3.29.

Teaching is constantly being evaluated by teachers, pupils, administrators, and parents. Persons who evaluate teaching are not all looking

for the same thing. If the process of evaluation is to lead to improved instruction, the teacher whose work is being evaluated must comprehend the frame of reference from which the evaluation is instituted. A county evaluation program must first develop a set of general policies. Four guiding principles can help the evaluation program committee avoid much of the confusion about teacher evaluation: (1) criteria and evidence are the two elements essential for evaluation; (2) criteria for use in evaluating teaching are the product of a value judgment which cannot be objectively validated; (3) the nature of the evidence required for evaluating teaching is dictated by the criteria selected; and (4) a sound evaluation program should provide information on teaching that is relevant, reliable, and interpretable. The process of collecting evidence needs to be separated from the process of comparing it with criteria, because there is a problem in determining whether disagreements in evaluative judgments result from disagreements or from differences in the evidence selected, and because information on specific behavior is quite effective in helping teachers to modify that behavior.

9. Daniel, K. Fred. A Catalog of Analysis of Variance Pilot Studies Employing Data from the Official Florida Teacher Evaluation Form. Part II. Tallahassee: Florida State Department of Education, 1967. 86 pages. ED 018 863 MF $0.65 HC $3.29.

To determine the applicability of elementary and secondary school teacher ratings assigned by principals on the 1965-66 official Florida Teacher Evaluation forms, analyses of variance were made for four sets of independent variables as follows: (1) level and rank for a sample of ninety-two secondary and ninety-two elementary teachers with bachelor's degrees and ninety-two secondary and ninety-two elementary teachers with master's degrees, (2) subject taught (art, music, mathematics, or English) and sex for a sample of five male and five female teachers for each subject, (3) rank and level for a sample of fifty-two secondary and fifty-two elementary teachers with master's degrees and fifty-two secondary and fifty-two elementary teachers with bachelor's degrees, and (4) subject taught and years of experience for a sample of nine English and nine mathematics teachers for six time periods of experience, ranging from zero to forty-one years. Categories rated by principals include teacher personality and social characteristics and instructional capabilities. While extensive tabulations of data indicated that factors tested do not account for a significant portion of the variance observed in the ratings, level of instruction accounts for the greatest proportion of significant results.

10. Daniel, K. Fred. The Measurement and Evaluation of Teaching, A Conceptualization of a Plan for Use in State Educational Leadership. Tallahassee: Florida State Department of Education, 1967. 133 pages. ED 018 862 MF $0.65 HC $6.58.

A mailed questionnaire survey was sent to the director of teacher education and/or certification in each state to determine the conditions under which statewide programs for evaluating teaching can yield the most useful information for implementing state educational leadership in the education and certification of teachers and in the accreditation of schools. Of the completed questionnaires received from all states, returns indicated that only three states (Florida, Hawaii, and Pennsylvania) have established procedures for evaluating teachers throughout the state. The three established programs are described, including examples of forms used, but none of the procedures is deemed adequate for providing direct program guidance to facilitate state educational leadership. Suggestions are given for determining evaluation criteria, the use of self-reports, rating scales, and the processes of observation and evaluation. For a teacher evaluation program to be effective, the information used must be relevant, interpretable, and reliable. Two proposals summarize the study: (1) state governments should broaden their commitment to institutional research as a basis for decision making in education, and (2) educators in elementary and secondary schools should begin to codify their professional wisdom.

11. Educational Service Bureau, Inc. Teacher Evaluation. Washington, D.C.: Administrative Leadership Service, 1967. 53 pages. ED 030 204 Document not available from EDRS. (Available from Editorial Offices, Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006, $3.95 single copy, quantity discounts.)

    School districts should strive for a teacher evaluation system that is supportive of teachers' professional growth. Such a system should be designed to provide not only quantitative ratings for administrative purposes but also feedback that will enhance teacher improvement and development. A successful teacher evaluation system requires full support of the school board and superintendent, teacher acceptance and involvement, systemwide coordination, a clear and comprehensive statement of the purposes and areas of evaluation, and well-defined procedures for evaluation. Case studies examine comprehensive teacher evaluation programs in Cincinnati, Ohio; Bellevue, Washington; and Portage, Michigan. Sample evaluation forms and instructions are included.

12. Fagan, Edward R. "Evaluating Tomorrow's English Teachers." Burlingame: California Association of Secondary School Administrators. Journal of Secondary Education, 39, 9(November 1964). 5 pages. ED 034 748 MF $0.65 HC $3.29.

    Today's language arts teacher must adapt himself to the individually paced classroom environment of the future by utilizing the newest

procedures in his field within the current structures of the heterogeneous, homogeneous, or "core" classroom. The teacher of a heterogeneous group must insure individual student progress by differentiating the levels, content, and objectives of work assigned. In the homogeneous class structure, he must create experiences that differ in kind, not volume, for high, average, and low groups--e.g., independent study for high, teacher-directed committee work for average, and concrete, utilitarian objectives for low. The core program implies a thematic, interdisciplinary approach where the understanding of language arts is enhanced by sociological, historical, and other implications of a topic, with the use of varied audiovisual materials and resource people. If teacher performance is to be evaluated competently, then an awareness of new developments and goals is essential.

13. Fawcett, Claude W. The Skills of Teaching. Los Angeles: University of California, 1965. 121 pages. ED 016 605 MF $0.65 HC $6.58. (Also available from the U. C. L. A. Student's Store, 308 Westwood Boulevard, Los Angeles, California 40024, $1.00.)

Teaching skills that are a part of the teacher's leadership role in the teaching process were identified by administrators and teachers in elementary and secondary schools. Identification of teacher leadership items was done by the conference method with administrators and teachers of two California school districts. The items, which were developed into a one-to-ten rating scale, were classified under the headings of (1) goal setting, (2) assignments of specific responsibility, (3) evaluation and reward, (4) authority, (5) research, (6) record-keeping, (7) coordination internally and externally, (8) communication, (9) identification, (10) pacing, (11) interpersonal skills, and (12) maintenance of a learning environment. The sample in the study consisted of seventy-five secondary education graduates and seventy-five elementary education graduates who were selected using random sampling techniques. Identical rating scales were sent to the teachers and to their principals, each of whom had indicated willingness to cooperate in the study. A teacher's and his principal's statements were used in matched pairs. The data were analyzed to determine the extent to which teachers and their administrators placed high values on different inventory items. Correlation coefficients of the agreement among rank orders of the two groups were calculated. Varimax rotation was used to determine the pattern of teachers' and administrators' judgments. The data showed: (1) that there were patterns of disagreement such that it was essential to develop two different sets of items, one to be used with administrators and one to be used with teachers; (2) that the technique employed was a useful way of identifying teaching skills; (3) that the items selected are not skills but rather are behavioral goals; and (4) a follow-up study of teaching skills of graduates should be done using two different instruments for teachers and administrators.

14. Hain, John H., and Smith, George J. Evaluation of Teachers: The Principal's Dilemma. n.d. 10 pages. ED 013 490 MF $0.65 HC $3.29.

In 1966, a study was made of the evaluation of teachers by their principals. There was an 80 percent response to the random sample of 336 New York State elementary school principals. School size made supervision and evaluation difficult, especially since many principals had no administrative help. Two-thirds of the school districts provided principals with "rating forms" as the basic tools of evaluation. Analysis of these forms revealed information about the initial manner of evaluation and the probable use of these evaluations. Forms that the teachers saw and signed had clear descriptive statements about the teachers, and forms that contained no provision for teacher's signature had a list of single words or phrases that tended to create a "halo effect." Principals felt their teachers were aware of school district procedures and standards of supervision and evaluation. Less than half the principals notified teachers of impending supervisory visits. Most held a conference with the teachers after observation, and almost all carried out informal supervision. Recommendations include: (1) reduction of supervisor-teacher ratio, (2) conference after observation, (3) availability to teachers of the principal's written report, (4) joint supervisor-teacher development of standards and procedures of supervision and evaluation, (5) principal's consultation with senior teachers regarding reappointment, and (6) periodic review and revision of the standards and procedures.

15. Hoyt, Donald P. Identifying Effective Teaching Behaviors. Manhattan: Kansas State University, 1969. 136 pages. ED 039 197 MF $0.65 HC $6.58.

This report deals with an evaluation experiment that attempted to discover the relationship between specific types of teacher behavior and success in teaching as shown by student progress in relation to defined objectives. In 708 undergraduate classes at Kansas State University, students rated their progress in gaining factual knowledge, learning fundamental principles, applying principles to practical problems, understanding themselves, learning professional attitudes and behavior, developing skill in communication, discovering implications of the course for personal and professional conduct, and developing greater cultural understanding and appreciation. Fifty-eight items were used to evaluate teacher behavior and effectiveness, and chi-square analyses were performed on each item to determine significant differences between small, medium, and large classes. The findings indicated that at least sixteen items appeared to be required in effective teaching, although they differed according to the size of class and type of objective. Broader application of this method of teacher evaluation is recommended by making the materials and computer programs available to other institutions. The

results of the experiment are fully set out and discussed and appendices give tables of norms and item analysis, as well as samples of the Faculty Information Form, test instrument, and the computer report to faculty members.

16. Huddy, James A., Jr. The Employment and Evaluation Cycle in Education. Washington, D.C.: Educational Service Bureau, Inc., 1968. 60 pages. ED 029 385 Document not available from EDRS. (Available from Editorial Offices, Educational Service Bureau, Inc., 1041 North Fillmore Street, Arlington, Virginia 22201, $4.00 single copy, quantity discounts.)

    Employment and evaluation in education comprise a cyclic process that can be used for continual upgrading of staff and improvement of the total educational program. Procedural steps include: (1) improved screening and recruiting practices, (2) greater use of in-depth evaluation, including teacher involvement in the evaluation process, (3) structuring of interview and evaluation instruments and techniques so that results may be compared or correlated, and (4) utilizing terminal evaluations and interviews of teachers to obtain their opinion of the strengths and weaknesses of the school system. Considerations of the employment process include records used, nature of the interview, interview planning, the interview session, and information value of the interview. Evaluation emphases include inservice evaluation of teachers, comparison of interview results and performance evaluations, and terminal evaluations and interviews. Thirteen exhibits illustrate various forms used to record teacher employment and evaluation information.

17. Hughes, Marie M., and others. Development of the Means for the Assessment of the Quality of Teaching in Elementary Schools. Salt Lake City: University of Utah, 1959. 418 pages. ED 002 844 MF $0.65 HC $16.45.

    The goals of this study are the definition and description of good teaching, and the process by which it can be determined with reliability. Characteristics of good teachers are differentiated; teaching acts of good teachers are defined; and an overall description of good teaching is developed. As a result of the study, a model for good teaching is formulated. A conclusion to be drawn from this study of teachers is that the teacher-child relationship reflects to a marked degree the adult-child relationship of our culture. The selection of teachers for professional training should continue to receive careful attention. To best cultivate growth and learning, the teacher should remember that each response to a child is a matter of conscious discrimination, and the teacher must take into consideration the reaction or response of the child.

18. Israel, Jack W. Innovation in Evaluation: Teacher Assessment by Objectives. 1969. 29 pages. ED 029 625 MF $0.65 HC $3.29.

If education is meant to change students' attitudes and actions, good teaching must be defined to achieve this goal and to improve instruction. Evaluation allows the teacher to identify his goals with those of the institution and to know the status of his skills, attitudes, and knowledge in relation to it. Sound evaluation makes goal achievement more effective by identifying strengths to be reinforced and weaknesses to be corrected. The literature covers various ways to observe and assess teachers; the author offers a proposal, based on their common elements, which combines selected goals for the learner and an assessment of the teacher's attributes. The goals must be developed cooperatively by teacher and administrator, for, without agreement on goals,they can have no agreement on procedures or judgments, or on acceptable evidence of the teacher's success in reaching the goals of learner behavior. The teacher's skills, attitudes, and knowledge must remain flexible, to be adjusted or modified as required, helping him to develop over time and to seek advice more readily. If acceptable evidence of student attainment is predetermined, judgment will shift from procedures to results and, with constant modification and clarification, evaluation will become more precise. Since in some cases teachers may feel threatened and oppose this plan, the author describes three alternative ways of implementing it. The methods vary in both philosophy and organization.

19. Jacobs, Paul H., and Evans, William H. Illinois Tests in the Teaching of High School English. Interim Report. Urbana: Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), 1969. 21 pages. ED 031 497 MF $0.65 HC $3.29.

The purpose of this research project was to develop, administer, evaluate, and revise a set of tests that would effectively measure the academic and professional knowledge about English and the teaching of English possessed by prospective secondary school English teachers. The battery of tests was to consist of four parts covering knowledge of language, knowledge and attitude in written composition, knowledge and skill in literature, and knowledge and skill in the teaching of English. The researchers determined content and developed a pool of items for each test. With the help of experts in English, English education, and testing, preliminary drafts of the tests were written, revised, edited, and supplemented with a test administrator's manual. The tests and manual were field-tested at four ISCPET institutions. Field test results and the suggestions of fifty national experts in English and in teaching high school English were used to revise the tests again. The resulting instrument was the "Illinois Tests in the Teaching of High

School English." The researchers conclude that the tests and manual, after further national testing and standardization, would be effective in measuring the degree of preparation of prospective high school English teachers. No tests are included.

20. Johnson, Charles E., and Bauch, Jerold P. Competency Based Teacher Evaluation Guide. GEM Bulletin 70-3. Athens: College of Education, University of Georgia, 1970. 25 pages. ED 042 698 MF $0.65 HC $3.29.

This document contains a four-part checklist designed to determine the extent to which elementary school teaching personnel at various levels (teacher, assistant, and aide) have acquired particular competencies. The introduction notes that it is considered a prototype rather than a finished instrument totally inclusive of all competencies. The guide is suggested for use by each of several specialists, each working on the job with the teacher at different times. Part One, "General Behaviors, Qualities and Competencies Characteristic of Teachers in Early Childhood and Elementary Schools," contains nineteen items each of which includes three possible descriptive responses. (Sample question: Does the person show sufficient patience and understanding with children?) Part Two, "Specific Behaviors Performed by Certified Teachers in Early Childhood and Elementary Schools," contains eighty-four items with four possible responses ranging from "Performs this behavior with a high measure of skill and efficiency" to "Not applicable or no basis for judgment." (Sample item: Helps pupils use a teaching machine. Prepares daily activity plans.) Part Three, "Specific Behaviors Performed by Teaching Assistants in Early Childhood and Elementary Schools," and Part Four, "Specific Behaviors Performed by Aides in Early Childhood and Elementary Schools," contains thirty-seven and thirty-one items respectively and provide for the same choice of four responses as Part Two.

21. McPhail, James H. "Teacher Evaluation: A State-by-State Analysis." Southern Journal of Educational Research, 1,4(October 1967). 24 pages. ED 014 449 MF $0.65 HC $3.29.

States that have attempted to evaluate teachers by criteria other than degrees gained and/or experience include: (1) South Carolina--National Teacher Examinations (NTE) scores; (2) New York--merit promotional increments; (3) Delaware--salary increase for teachers with certain ratings; (4) Tennessee--a salary differential supplement to superior teachers; (5) Georgia--NTE scores for sixth- and seventh-year certificates; (6) North Carolina--a series of experimental programs; (7) Florida--career increment competence awards and NTE scores, and (8) Utah--$20 for each distribution unit to be applied for salary differential. At the present time, the programs of South Carolina, Tennessee, Georgia,

and Utah are still in operation, while the others have been discontinued, usually because they proved to be unworkable.

22. Mood, Alexander M. "Do Teachers Make a Difference?" Paper presented at a conference sponsored by the Bureau of Educational Professions Development, Office of Education, February 1970. 28 pages. ED 040 253 MF $0.65 HC $3.29.

    The collection and analysis of data concerning teacher effectiveness will continue to be of very limited use to teachers and administrators until the models of the educational process become much more sophisticated. Teacher performance indicators appear more relevant for judging teacher effectiveness than certification, education, and experience. Teacher effects may well be seriously underestimated if achievement data are first calibrated for student socioeconomic status, as the present rudimentary state of quantitative models does not permit disentangling the effects of home, school, and peers on students' achievement. Although many investigators believe that teachers may be the most important factor in educational achievement for most children, that belief rests largely on judgment and does not give any clue as to how it operates. Without that, it is not of much use for policy formulation or administrative practice. It is necessary to pin down the connections between the inputs and the outputs of education; without that kind of theoretical structure efforts to improve the process can flounder indefinitely.

23. Morsh, Joseph E., and Wilder, Eleanor W. Identifying the Effective Instructor: A Review of the Quantitative Studies. 1900-1952. Chanute AFB, Illinois: Air Force Personnel and Training Research Center, 1954. 159 pages. ED 044 371 MF $0.65 HC $6.58.

    This research review contains summary and synthesis of 360 references selected from over 900 in (1) Education Index, (2) Psychological Abstracts, and (3) some 40 reviews and bibliographies, 28 of which were selected for inclusion in the 392-item bibliography. Principal findings of the cited quantitative research studies are summarized in the introductory section. Concluding implications for further research, presented as a guide in Air Force technical training research projects, are also expected to assist other investigators in the field. The descriptions of research studies and tabular material are presented chronologically (1900-1952) under each topic heading. Topics under the major heading of "Criteria for Instructor Effectiveness" are rating the effectiveness of instructors, administrator rating, peer rating, student rating, self-rating, objective observation of performance, and student change as a measure. Topics under "The Predictors--Traits and Qualities Assumed to be Related to Instructor Effectiveness" are

intelligence, education, scholarship, age and experience, knowledge of subject matter and present professional information, teacher examination scores, extracurricular activities and general culture test scores, socioeconomic status and sex and marital status, teaching aptitude and attitude toward teaching and interest, voice and speech characteristics, photograph, statistical analyses of abilities, and personality studies and tests.

24. Politzer, Robert L. Performance Criteria for the Foreign Language Teacher. Technical Report No. 1A. Stanford, California: Stanford Center for Research and Development in Teaching, Stanford University, 1967. 62 pages. ED 034 733 MF $0.65 HC $3.29.

The performance criteria enumerated and briefly discussed in this booklet represent an attempt by foreign language teachers trained in the Stanford Teacher Education Program "to describe the essential features of the performance of the good and experienced language teacher." They are intended to be of use as a series of tentative hypotheses for further research, a guide to evaluation of teacher performance, and an instrument for teacher training. The teachers involved in the development of this booklet (the majority of whom are teaching the first or second levels in an audio-lingual approach to language instruction) have identified eleven general types of classroom activity: audio-lingual activity, presentation of basic material, teaching of structure, teaching of pronunciation, teaching of sound-letter correspondence, teaching of reading, teaching of culture, using visual aids, use of electronic equipment, making homework assignments, and testing. Each of these has been defined more completely in terms of a variety of specific and observable behaviors that are presented in both outline and discussion form. Included is a sample evaluation sheet based on the criteria. The booklet is part three of a syllabus being developed for the training of language teachers in applied linguistics, language review, and performance criteria.

25. Popham, W. James. Performance Tests of Instructor Competence for Trade and Technical Education. Final Report. Los Angeles: University of California, 1968. 150 pages. ED 027 418 MF $0.65 HC $6.58.

Two performance tests of teaching proficiency in the field of trade and industrial education were developed during this project, one in the field of auto mechanics (carburetion) and one in the field of electronics (power supplies). An assessment was made of each test's ability to distinguish between experienced teachers and nonteachers with respect to their ability to achieve prespecified instructional objectives. All subjects, teachers and nonteachers, were given sets of operationally defined objectives. They attempted to achieve goals during an instruc-

tional period of approximately ten hours. Pretests and posttests based explicitly on the objectives were given to each subject's pupils, and average class achievement was used as the index of the teacher's proficiency. Twenty-eight auto mechanics teachers and twenty-eight nonteachers instructed over twelve hundred pupils while sixteen electronics teachers and sixteen nonteachers instructed over seven hundred pupils. Comparisons of pupil performance data reveal no systematic differences between the performance of the teacher and nonteacher group of either auto mechanics or electronics. These results are attributable to problems associated with the training of teachers as well as the reinforcement structures operating when they commenced training.

26. Popham, W. James, and Baker, Eva L. "A Performance Test of Teaching Effectiveness." Paper presented at the annual meeting of the American Educational Research Association, Chicago, February 1966. 7 pages. ED 015 144 MF $0.65 HC $3.29.

Using pupil gains as the criterion of effectiveness, this report describes the initial validation of performance tests of teacher effectiveness, and the steps taken in recognition of the propriety of such measures only if all teachers are teaching for the same objectives. As a first step, it was hypothesized that a valid performance test of teacher effectiveness should discriminate between two extreme groups--nonteachers, and superior experienced teachers--before it could be used for assessing teachers who differ in specified ways--e.g., those who are and are not intensively trained to bring about behavior change in students. Scores on student achievement measures on two industrial education topics were assessed for reliability and intercorrelated with measures of grade point average, interest in the subject matter, and with Wonderlic Personnel Test scores. The objective here was to detect variables that could potentially be used to control for student differences in such factors as "set," intelligence, etc., in assessing teacher effectiveness. Kuder-Richardson reliability coefficients of .44 and .78 were found for the achievement tests. Test scores correlated .68 with grade point average. Higher test scores among those expressing less interest in the instructional topic was a "perplexing" finding. Pretest scores were more highly correlated with posttest scores than were Wonderlic scores.

27. Queer, Glenn. An Analysis of Teacher Rating Scales: A National Survey. 1969. 12 pages. ED 030 968 MF $0.65 HC $3.29.

The content of teacher rating scales was investigated in a recently completed survey of the nation's sixty largest school districts. Of the fifty-three responding districts, fifty indicated that they are currently using some type of rating scale to measure teacher performance.

Districts reported the purpose and type of scale being used, the frequency of rating, and the major evaluation categories. Respondents also indicated the types of teachers normally rated and the person(s) responsible for teacher rating. The appendix includes a frequency count of all responses.

28. Redfern, George B. "Will Teacher Militancy Make Evaluation of Teacher Performance Obsolete?" Paper presented at the annual meeting (101st) of the American Association of School Administrators, Atlantic City, February 17, 1969. 15 pages. ED 027 635 MF $0.65 HC $3.29.

    Teacher militancy and evaluation are not necessarily incompatible. Job dissatisfaction, a potent cause of militancy, will not necessarily be removed by placing the emphasis upon higher salaries, better fringe benefits, a shorter work year, lighter teaching loads, and other extrinsic rewards for job performance. Rather, as other studies have suggested, militancy may be reduced if ways are found to enable teachers to feel a sense of intrinsic worth and job fulfillment in the performance of work. This would require a new approach to evaluation such as the following five-step approach for evaluator and evaluatee: (1) agree upon specific relevant performance objectives, (2) plan a cooperative course of action to achieve the objectives, (3) establish ways to check periodically how well daily instructional procedures are achieving results, (4) make a joint assessment of results achieved, and (5) discuss the extent of achievement and decide the follow-up that is called for. A climate of acceptance between teacher and administrator is essential. It is concluded, after the examination of six relevant issues, that teacher militancy will not make teacher evaluation obsolete, provided that evaluation is restructured.

29. Schmid, Marvin O., and others. An Analysis of Some Necessary Qualities of Teachers. Fayetteville: University of Arkansas, 1962. 110 pages. ED 002 878 MF $0.65 HC $6.58.

    Teacher characteristics are studied in terms of relationships and relevancy to effective teaching, including such traits as knowledge of subject matter, social intelligence, knowledge of educational psychology, achievement and affiliation motives, professional attitudes, and knowledge of abilities and backgrounds of their students. Data collection instruments were gathered or constructed for assessing these characteristics and their interrelationships. The data were obtained for approximately one hundred experienced and one hundred twenty student teachers. Results for both groups were then correlated to establish similarities that would suggest some stability of trait structure. The

experienced and student teachers with specialties in English, social studies, science, and mathematics were also cross-compared. Intercorrelations of the characteristics and their subcomponents obtained by analysis prove to be much lower than had been originally expected. However, the factor structures derived between the experienced and the student groups of teachers show great similarity. In addition, when classified by specialty, the teachers show no significant differences.

30. Scott, Myrtle. Some Parameters of Teacher Effectiveness as Assessed by an Ecological Approach. Nashville, Tennessee: Demonstration and Research Center for Early Education, George Peabody College for Teachers, 1969. DARCEE Papers and Reports, 3,3(1969). 27 pages. ED 032 928 MF $0.65 HC $3.29.

    To identify parameters of teacher effectiveness, this study uses an ecological approach. Since setting, which includes not only physical surroundings but also the dynamic of activity, has a coercive effect on behavior, a teacher's ability to establish appropriate settings should be an accurate measure of effectiveness. In a project for disadvantaged five-year-olds, five head teachers rated by supervisors at either extreme of effectiveness were selected for observation of their behavior. Complex, in-depth observations, based on behavioral episodes, were made of each teacher in the settings of "Morning Greeting" and "Large Group Activity." These observations were analyzed on a structural and quantitative basis involving sixteen factors governing a behavioral episode. While the nature of the resulting data made statistical analysis inappropriate, several major trends are recorded. Those teachers rated effective maintained a smoother continuity to their activities, ended more episodes with the attainment of goals, and showed more positive and less negative emotions than their poorly rated counterparts. The effective teachers were more directly involved, more spontaneous, and more in control of situations.

31. Selden, David. Evaluate Teachers? QuEST Paper Series, Number Four. Washington, D.C.: American Federation of Teachers, 1969. 6 pages. ED 032 271 MF $0.65 HC $3.29. (Also available from American Federation of Teachers, Department of Research, 1012 14th Street, N.W., Washington, D.C. 20005, $0.20.)

    "Teacher evaluation," a perennial educational red herring, is not a valid means of significantly improving educational quality. Raising the level of teaching performance nationwide will first require: (1) a doubling of labor costs to establish a manageable maximum class size and to reduce teaching hours so that teachers have the time and energy to be true professionals; and (2) a raising of entry standards through

an improved process of teacher selection and certification that should include greater academic content in teacher training, a master's degree, examination before internship, and a two- or three-year internship with gradual assumption of full teaching load under supervision by training teachers who also teach a reduced load. When progress is made in these areas, the pursuit of other ways of improving teacher performance might begin. Most abuses of the teacher evaluation process arise from attempts by administrators and supervisors to use their evaluative power to enforce discipline and conformity within the school bureaucracy. Some independent means of evaluation could be devised that would do more than merely pass judgment on the worth of a teacher. For example, a panel of teachers, supervisors, and college people not employed by the district might observe a teacher for perhaps a week, interview him, review records, and give a written evaluation, available to the teacher, which emphasizes his strengths and weaknesses.

32. Sorenson, Garth, and Gross, Cecily F. Teacher Appraisal: A Matching Process. Los Angeles: Center for the Study of Evaluation of Instructional Programs, University of California, 1967. 26 pages. ED 016 299 MF $0.65 HC $3.29.

This paper presents a framework for describing, in terms of a manageable number of categories, the wide variety of data that a survey of expert opinion showed to be important to teacher evaluators. It proceeds from the assumptions that a teacher may be said to be "good" only when he satisfied someone's expectations, that people differ in what they expect from teachers, and that a scheme for evaluating teachers and for predicting teacher effectiveness must take those differences into account. Three postulated categories of expectations relating to instructional variables are employed: (1) the kinds of instructional objectives the teacher endorses, (2) the kinds of methods of instruction he employs, and (3) the kinds of relations he maintains with his pupils. An instrument intended to test out this model is described, and the responses of members of a number of professional groups are reported. The findings support the conclusion that the subjects do, in fact, differ in their educational beliefs along the dimensions built into the model. The evidence also indicates that there is a strong affective component to these beliefs and that many people will become either angry or anxious if confronted with evidence that others whom they respect see the "good teacher" differently than they do.

33. Stanley, Julian C., and Wiley, David E. Development and Analysis of Experimental Designs for Ratings. Madison: University of Wisconsin, 1962. 66 pages. ED 002 937 MF $0.65 HC $3.29.

In an investigation of experimental procedures for rating personnel as

used in research generally and for use in the evaluation of teachers, historical problems and developments in rating techniques are presented and compared with ranking techniques. Statistical techniques for analysis of ratings are detailed and related to various types of rating errors. A mathematical and statistical apparatus using a two-dimensional array estimates and isolates rater biases, using a technique that interrelates the concepts of average intercorrelation and hypothesis testing via the analysis of variance partitioning of sources of variation. Theorems are developed extending those concepts to a N-dimensional theory. These theorems are applied to a four-dimensional case and complete formulas are shown for calculation of average variances and covariances. Formulas for a partial number of these variances and covariances are also given for a five-dimensional case. A discussion of the problems involved in rating teachers gives particular attention to the unique aspects of rating techniques. A statistical model for teacher-rating schemes is detailed and related to models formulated for other applications.

34. Voege, Richard B. Procedures for Evaluating Classroom Teachers in Certain School Districts in the State of Washington. Seattle, Washington: School Information and Research Service, 1970. 5 pages. ED 044 437 MF $0.65 HC $3.29. (Also available from School Information and Research Service, 100 Crockett Street, Room 224, Seattle, Washington 98109.)

This abstract of a larger study provides a synthesis of the procedures for evaluating classroom teachers. The study was designed on the structured interview technique, and eighty interviews were gathered from forty randomly selected evaluators and the forty teachers whom they had evaluated. The criteria on which the interview instrument was based are delineated. These criteria, selected from the literature and validated for use by an expert panel, concern such issues as: the improvement of instruction; the use of educational objectives to guide teaching evaluation; formal plans for teacher evaluation (subject to periodic review); role definitions; training for evaluators; classroom observations; alleviation of tensions resulting from the evaluation process; procedures for resolving differences of opinion; and feedback to teachers. The conclusions derived from analysis of the data together with recommendations by teachers, evaluators, and the investigator for the improvement of teacher evaluation procedures are enumerated. A bibliography pertinent to the literature on teacher evaluation is included. A complete report on the study may be secured from the School Information and Research Service at the address noted above.

35. Wagoner, Roderic L., and O'Hanlon, James P. Teacher Attitude toward Evaluation. n.d. 12 pages. ED 013 236 MF $0.65 HC $3.29.

To identify factors associated with teacher attitudes toward evaluation (of teachers), a seven-item attitude questionnaire, calling for yes-no responses to expressions of present and ideal practices, was sent to 800 randomly selected Arizona public school teachers. The 534 respondents were categorized in six ways: (1) whether they rated themselves as "better than" or "below" average teachers, (2) tenured against nontenured teachers, (3) men against women, (4) female elementary against female secondary teachers, (5) female secondary against male secondary teachers, and (6) those in merit pay against nonmerit pay school districts. As hypothesized, (A) better than average and (B) nontenured teachers showed significantly more positive attitudes toward evaluation. All other differences were in the hypothesized direction, but not significantly so--(C) men, (D) female secondary, as contrasted with elementary, teachers, (E) female, over male, secondary teachers, and (F) merit pay teachers showed better attitudes. Subsidiary analyses showed no differences between elementary and secondary teachers and good agreement between attitudes toward present and ideal practices. The findings show: (1) "Those who can see a possible reward from evaluation of their teaching and who wish to compete for this reward" favor evaluation, (2) attitudes toward evaluation are predictable, and (3) a feeling of threat is not a necessary consequence of evaluation.

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